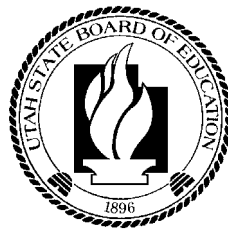


**The Report of the
Accreditation Visiting Team**

**Oak Canyon Junior High School
111 South 725 East
Lindon, Utah 84042**

February 10-11, 2004



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Oak Canyon Junior High School
111 South 725 East
Lindon, Utah 84042**

February 10-11, 2004

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction**

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Salt Lake City, Utah

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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 10-11, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Oak Canyon Junior High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Paul Olson is commended.

The staff and administration are congratulated for the generally fine program being provided for Oak Canyon Junior High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Oak Canyon Junior High School.

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**Board of Regents Appointments*

10/30/03

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Rob Smith	Business Manager
David Holdaway	Director, Buildings and Grounds
Dick Belliston	Supervisor, Transportation and Maintenance
Dr. Gary Seastrand	Supervisor, Elementary Education (North)
John Burton	Supervisor, Elementary Education (Central)
Barry Graff	Supervisor, Elementary Education (South)
Ilene Carter	Supervisor, School Lunch

OAK CANYON JR. HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Paul R. Olson Principal
David T. Mower Assistant Principal
Joseph N. Jensen Assistant Principal

Counseling

Mike Bearden Counselor
Kathy Stott Counselor
Tami Platt Counselor

Support Staff

Pete Christiansen Custodian
Eilene Christensen Secretary

Faculty

Joseph Allpin	Ted Hansen	Deyce Robbins
Doug Andersen	Nikki Hardy	Gabriel Roberts
Leland Anderson	Dave Henderson	Heidi Robinson
Paul Andrus	Darren Hodges	Sheliah Safford
Jennifer Batchler	Wendy Houghton	Alma Sillito
Karen Bodily	Terry Hunter	Pam Simons
Colleen Curran	Jill Hyde	Ron Smith
Britton Davis	Valarie Jensen	Emily Solano
Erika Duckwitz	Brian Jolley	Jack Sumner
Tim Dugovic	Sue Jones	Katie Thygerson
Charae Ecalono	Jeanette LeBlanc	Connie Ugaki
Janie Evans	Jody Lindsay	Troy Van Komen
Jenna Flood	Heidi Lindsey	Leila Van Tassell
Bill Fotu	Liz MacFarlane	Jaime Ward
Karl Gadd	Anna McNeel	Cheya Wilson
Penney Gauchay	Dale Mecham	Jon Winget
Alex Goold	Curtis Nguyen	Wanda Wood
Teresa Griffin	Doug Panee	
Vicki Groesbeck	Sue Reber	

OAK CANYON JUNIOR HIGH SCHOOL

MISSION STATEMENT

Oak Canyon Junior High is committed to the achievement of excellence in our school community.

BELIEF STATEMENTS

1. Skills, knowledge, and values are best acquired in a safe and positive environment.
2. Students learn responsible behavior when respect for the individual is encouraged.
3. Quality education results when students' needs are met through the cooperative effort of diligent students, effective educators, concerned parents and the community.
4. The ethical use of technology fosters effective teaching and learning.
5. Education becomes a lifelong process when students learn to enjoy learning.
6. Students will become well rounded, contributing citizens in a world by learning to value themselves and others.
7. Students learn best when academic learning time is valued, and protected from distractions.

MEMBERS OF THE VISITING TEAM

John Goldhardt, Principal, Snow Canyon Middle School, Washington County
School District, Visiting Team Chairperson

Kim Baker, Butler Middle School, Jordan School District

Cheryl Brown, Spanish Fork Junior High School, Nebo School District

Ben Lems, Olympus Junior High School, Granite School District

Lena Puro, Roosevelt Junior High School, Duchesne County School District

Lillian Zarndt, A University for Children, Springville, Utah

VISITING TEAM REPORT
OAK CANYON JR. HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Oak Canyon Junior High is located north of Orem in Lindon. The school opened in 1993 and serves students in Lindon and part of Orem. The students from Oak Canyon go to Timpanogas High School and Pleasant Grove High School. The school structure is located on one main level, and is conducive to student movement and monitoring by supervisors.

Oak Canyon Junior High School, like all junior high schools in the Alpine District, is a productivity school. All teachers teach seven classes, and the average class size is 34.5. This model provides additional money for teachers because they forgo their preparation period. The model also makes it possible to utilize existing school space, which reduces the need for additional buildings.

The faculty at Oak Canyon Junior High is extremely stable. Out of the 62 faculty members, including three administrators and three counselors, 19 members have been with the school for the 11 years it has existed. The stability of the faculty affects the school by promoting positive traditions and educational practices. In addition, the student population at Oak Canyon is extremely stable. Most students have two-parent families and are considered middle- and upper-middle class.

a) *What significant findings were revealed by the school's analysis of its profile?*

The school's faculty is very stable. The student population is also very stable. In other words, most of the students will attend Oak Canyon for three years and very few will move or transfer. However, even with this stability the school identifies many students each year who have reading difficulties.

Many students are highly proficient in core standards of writing, language arts, mathematics, and science. There are very few subgroups in the school population. However, these subgroups do not achieve at the same level as the rest of the school population.

b) *What modifications to the school profile should the school consider for the future?*

It is not necessary to have a profile that consists of 121 pages with full-color graphics. When utilizing and analyzing data, it can be tempting to include as much data as possible. However, a more powerful use of data follows the maxims

“less is more” and “reduce and simplify.” In addition, black-and-white copies will save expenses.

While the SAT 9 assessment is a state requirement and contains some useful data that should be addressed, it is not effective to spend so much time and energy in analyzing it. It is a norm-referenced assessment that is not aligned with the State Core standards. Disaggregated CRT and DWA assessments, grades, and attendance rates are more important data.

The process of school improvement and the self-study is focused upon the school itself. It is not effective to compare Oak Canyon’s data with data from all schools in the Alpine School District. This is not a norm-referenced process of comparison. It is a process to develop a laser-like focus upon the unique needs of one school.

Suggested Areas for Further Inquiry:

- Continue to disaggregate data by gender, ethnicity, ELL, special education and socioeconomic status.
- Collect data from the Student Assistance Center (SAC) to find out whether there are any trends in failing students (e.g., teacher, subgroups, etc.).
- This is just the beginning. Don’t stop what you have started. Utilize this process in an ongoing manner to enhance student achievement.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The community’s parents and the school’s teaching staff were highly involved with the self-study process. These two groups worked well together and collaborated on behalf of students. However, the process would have been more meaningful if students had been involved with the self-study.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study is detailed and addresses the major factors of student learning and achievement. The self-study depicts an accurate reflection of positive school

climate and staff satisfaction. Administration is well received throughout the school, and the school population appears to be accurately reflected in the study.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Oak Canyon Junior High School's desired results for student learning (DRSLs) are as follows:

Lifelong Learning:

Definition: A lifelong learner has gained basic knowledge and developed the individual learning skills that support continuous education.

Indicators:

- Continually refines skills and knowledge
- Organizes resources and time efficiently
- Adapts and adjusts to change
- Applies knowledge and information to new situations
- Continually seeks to improve self
- Initiates own learning
- Is willing to take risks
- Achieves high standards of literacy
- Is able to effectively manage information

Complex Thinking:

Definition: A complex thinker has acquired a variety of thinking skills and is capable of using them appropriately in diverse situations.

Indicators:

- Can use a variety of thinking skills to evaluate “big picture” in both concrete and abstract ways
- Recognize and monitor their own thinking skills
- Predict consequences and then balance the reason and emotion in decision making
- Consider new ideas and various perspectives to broaden insight and increase understanding
- Integrate new information with existing knowledge and experience
- Use thinking processes to interpret, organize, and manage information in new and unique ways

Effective Communication:

Definition: An effective communicator successfully listens, interacts, and responds to others.

Collaboration: A collaborator works effectively with others to identify, set, and achieve specific goals. Collaboration is a forum to practice effective communication.

Indicators:

- Uses appropriate methods to communicate
- Is able to effectively communicate through oral, artistic, written and nonverbal forms
- Communicates with others in a respectful way
- Is able to receive communications appropriately through listening, reading, interpreting nonverbal cues
- Seeks clarification when necessary
- Adapts and adjusts communication accordingly
- Participates in a variety of roles with others
- Can work effectively in groups
- Values differences in people as a group
- Recognizes the value of group diversity
- Resolves conflicts positively

Responsible Citizenship:

Definition: A responsible citizen participates in the local and world communities to promote personal and public good.

Character development/ethics: Character development is learning how to have positive interaction that reflects community values. Moral individuals will strengthen responsible citizenship.

Indicators:

- Respect and understand beliefs, values, and cultures
- Accept personal responsibility
- Respect social structure
- Be tolerant of differences
- Have positive interactions with teachers and peers
- Is honest in all situations
- Is kind and patient

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The mission statement represents a long-standing commitment for the school. The faculty, staff, PTSA, and community leaders revisited the mission statement and concluded through consensus building that it embodies their goals. The staff expressed a thorough understanding of the mission statement, and it is displayed prominently in the school.

While the teaching staff and members of the community collaborated in this process, student input was not included.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The belief statements are comprehensive and address issues that are pertinent to decision making in the school. The beliefs are displayed throughout the school on walls and posters.

Although faculty and community involvement was evident in the consensus building process, there is no evidence of student involvement. With student involvement, a more collaborative effort would be evident.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

There is a clear alignment among the school's mission, beliefs and DRSLs. The mission, beliefs and DRSLs reflect the school's commitment to the needs of the student and clearly define the school's support of academics and conviction that academics are a lifelong process. The DRSLs, beliefs, and goals are measurable.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The staff of Oak Canyon Junior High has well defined standards and a good knowledge of the Utah Core Curriculum. Teachers are responsible for ensuring that their lesson plans are aligned with the Utah Core Curriculum. Collaboration occurs primarily in departments, during formal or informal department meetings before and after school or during lunch.

The evaluation of whether or not core standards are being followed is a continuing process. At Oak Canyon Junior High, evaluation of data related to the core standards occurs at the beginning and end of the school year. Additional evaluation should take place throughout the school year. Data on student achievement can be collected and used during the school year to make curriculum adjustments when needed.

It is also recommended that more collaboration between subjects and grade levels be implemented to make the education process more efficient and help students gain a more holistic view of the curriculum.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

There is evidence that the school's desired results for student learning (DRSLs) are supported in the curriculum. Students are respectful toward adults and each other. They help to maintain a clean and comfortable school environment. They feel safe at school physically and emotionally. Because teachers respect students, students are willing to take risks as they try to understand the concepts being taught. The emphases on multiple intelligences and understanding by design also tie in to the school's DRSLs. The concept of being a responsible citizen permeates the school whether one is in a classroom, the hallway, or a schoolwide activity.

However, it appears that the inclusion of DRSLs in the curriculum happens almost by accident. Most often the DRSLs are embedded in the curriculum or lesson plan of the day through the school or classroom management process. There does not appear to be a schoolwide, collaborative effort to focus curricula on the school's DRSLs. There is support for the DRSLs among most stakeholders, including the PTSA, Community Council, and advisory groups. It is important, however, that students also be involved in a collaborative effort to focus curricula on the school's DRSLs.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The Visiting Team saw evidence of direct instruction, collaborative learning in small student groups, collaborative writing, individual writing, student presentations, and Socratic seminar. Active student engagement in varied learning experiences was evident.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

In order of highest to lowest frequency, the following instructional strategies were used: direct instruction, collaborative learning, lab exercises, and review activities. To a small degree, simulation, independent inquiry, and Socratic seminar were employed. The SAC center provides support for struggling students, and the staff utilizes authentic reading data to drive reading instruction.

The schoolwide focus on implementing listening skills is exemplary.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

PLATO, writing and math labs, tutoring, and training in study skills are provided to support student learning.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

Classroom assessments have been designed using TAAS examples and other resources, with individual teachers contributing to a “Test Bank” in social studies. These tests are not yet in place, but the school has set a goal to establish pre/post-tests from this bank for next year in each social studies topic area.

Other than assessment based on a product or performance, there doesn’t seem to be much variety in the assessments used—only classroom tests, quizzes, and ultimately grades. There is limited use and reference to student portfolios based on performance assessment. Alternative assessments seem to be designed and implemented class by class. However, expectations of high performance standards cross all content areas and include all elective courses. The school has set goals to include clearly defined standards using rubrics and objectives to assist in communicating schoolwide expectations to all stakeholders.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Schoolwide assessment appears to use SAT 9 scores (8th grade), SR1 (Reading Level Assessment grades 7-9), the Direct Writing Assessment (9th grade), and CRTs administered schoolwide at ends of levels in math, science, and language arts. All score levels are at or near district levels.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

There are indications that accommodations for all students have been made where necessary and appropriate. This school participates in all state-required tests. Testing is administered with the assistance of the SAC center, which continues to pull and/or arrange test times for students until all required standardized testing is complete. There is a very high completion rate for required testing, facilitating compliance with No Child Left Behind (NCLB).

Assessment is conducted through effective use of extra staff, including SAC staff, PLATO, and Home Hospital for students unavailable during testing.

Teacher evaluation is conducted using Scales of Effective Teaching (SET), Alpine School District's teacher evaluation program, and is ongoing. Each new teacher is evaluated twice yearly for the first three years, and established teachers are evaluated once every three years.

A schoolwide survey was conducted with students, teachers, and parents; there is no community/business input available from this survey. These survey results, grade distributions, test scores, and performance assessments are part of the motivation driving the school action plan (Remediation, Assessment, and Continuous Improvement for Student Success).

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The leadership of the school has established a climate and culture for student learning and teacher improvement. The administration has taken a firm stance in not intruding upon instructional time. A conscientious effort has been made to make instruction a priority.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The administration is utilizing school data to make decisions. Decisions are collaborative and focus on the impact that each decision will have upon the instruction of students.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The school leadership (as with most school leaders) is learning more and more about the use of data as tool for school improvement. Administrators are monitoring progress and are taking the time to utilize the data that they have.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The school administration works well as a team, and the school is managed in a very effective manner. This is evident from conversations with teachers who appreciate the vision and support of the administration. It is also evident in the physical plant of the building. The building is inviting and conducive to student learning. Teachers receive needed resources for instruction and are welcome to approach the school leadership with concerns or ideas.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The administration allocates school resources fairly and in an equitable manner. The Visiting Team suggests that budgets be completely aligned with school goals that are outlined in the school improvement plan.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school has an active and involved PTSA, Parent Advisory Committee for Comprehensive Guidance, and School Community Council. During the site visit, parents expressed to the Visiting Team that they believe their voices are heard and their ideas utilized. These community groups support the school and are committed to its success. The Visiting Team suggests that the school leadership make a concerted effort to include the students' voices by inviting and empowering students to share their own points of view about the school experience.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team saw evidence of community fostered by Oak Canyon Junior High School's students, staff, administration, and parents. Each of these groups commented on the impact of cultivating positive relationships on creating a sense of safety, well-being, and trust. The Visiting Team found that all stakeholders liked being at Oak Canyon Junior High School, and felt that everyone was welcoming to students and the community. There is a strong climate of community and pride demonstrated through parent involvement, administration support, and staff dedication. These groups feel their contribution to Oak Canyon Junior High School's environment is important and acted upon. It is recommended that the teachers and administration include the students in goal setting for the school as well as the decisions concerning student achievement. The Visiting Team encourages the staff to continue its efforts to collaborate across departments in order to foster collegiality and provide cross-curricular connections for students.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Oak Canyon Junior High School has implemented a number of activities that extend collaborative networks, which in turn support student learning. There has been a great amount of time spent on collaboration and professional development, which has had a positive effect on student perception of school climate.

Other collaborative efforts are evidenced by the use of flexible scheduling, the Community Council, Career Week, the tracking program (SAC), music programs, dance, PTSA, after-school activities, academic tutoring, study skills, back-to-school night, PowerSchool, SEOP conferences, e-mail and phone contact, the honor roll, awards night, SOAR, the science demo group, the Special Olympics, ACCEPT, the school newsletter, and evening programs and activities.

Oak Canyon Junior High School supports collegial relationships across education levels K-16. They meet with high school counselors, steering committees, and elementary schools, and go on field trips to the colleges. They also have a strong partnership with BYU training programs, a partnership which supplies very qualified student teachers and administrative interns. The Visiting Team recommends that the school continue its efforts to build an active school community that welcomes input from all stakeholders.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The administration and the professional development team have scheduled regular professional development based on the action plan and school goals, including specific training days. The modified block schedule has allowed for more effective collaboration between teachers, so further follow-up should indicate whether the schedule adjustment has been helpful. Additionally, it is important to note that parent-teacher conferences are held during the day to minimize schedule conflicts for teachers and give parents more access to the staff. Teaching time in the classroom is reduced, but the number of required school days is not; the benefit is increased participation in conferences.

b) To what extent does the school create conditions that support productive change and continuous improvement?

There are several venues for communicating ongoing evaluation and identification for areas of continued improvement:

1. The advisory council meets regularly, and includes administrators, staff members, parents, and student representatives.
2. Although they were not included in the accreditation process, students seem to be involved in the ongoing improvement process. Ownership of improvement goals would increase if they were party to the decision making process.
3. There appears to be open-ended communication with parents for suggestions; for example, PowerSchool skills have improved as a result of parental requests for increased communication, and training with PowerSchool has been scheduled to continually update information to teachers and parents. Relevant data and its interpretation are now more openly available and discussed.
4. The SAC team plays a vital role in continuing to monitor student progress and achievement. Evaluation of student needs is ongoing. Oak Canyon has a number of in-house substitutes who track student progress. The flexibility of scheduling these substitutes allows more staff members to be assigned to areas of high demand (i.e., testing) and remediation assistance when necessary.

It might be helpful to provide feedback to the administration with information about which teachers have higher failing rates, and whether or not their classroom objectives are being met.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Not applicable to middle level schools. Most public junior/middle schools are not accredited through the NAAS, but only by the USOE – it is their choice the NAAS to join or not.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The action plan aligns with the school's mission, beliefs, and DRSLs. The plan includes detailed follow-up procedures for implementation. The leadership of the school is committed to implementing the plan.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

The Visiting Team found evidence that the school leadership, teaching staff, and parents are committed to the plan for enhancing the achievement level of students.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The system is sound and there is commitment to adhere to it.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the leadership, faculty, and community for participating in this process of school improvement. It was evident that this faculty is committed to student achievement.

- The Visiting Team commends Oak Canyon Junior High for utilizing resources to help students who are struggling academically and with reading. The school's commitment to assessing every student's reading level and then addressing the reading needs of students is exemplary.
- The Visiting Team commends the entire school for developing an inviting school setting. Not only are the physical facilities inviting, but also there is a permeating culture in the school that invites students to achieve.
- The Visiting Team commends the leadership of the school for their commitment to data based decision-making. One parent summed it up best for the Visiting Team: "When Mr. Jensen provided us with the data and we saw that our students were performing very well, he cautioned us. He said, 'We can't sit on our laurels. We have to stay on top of this.' This told me we better stay committed."
- The Visiting Team commends the teaching staff for their commitment to powerful teaching and learning and for the positive camaraderie that they have with one another. It was evident that this staff enjoys working with each other and with middle-level students.

Recommendations:

- The Visiting Team recommends that Oak Canyon Junior High School utilize students in the self-study process and in the implementation of school goals. While students were indirectly involved in this process, they need to be fully involved stakeholders. The more students are involved, the more buy-in and commitment they will have.
- The school needs to develop an assessment system for the desired results for student learning so that there is evidence of implementation. In addition, it is important for the school to make the DRSLs explicitly and visually evident throughout the school; during the analysis of content-area standards; in curriculum design, instruction, and assessment; and in professional development.
- With the productivity model, there is little or no time set aside for teacher collaboration. The Visiting Team recommends that time be established for the sole purpose of teacher collaboration. This collaboration time should focus upon content standards, instruction, assessments, grade level and developmental needs of young adolescents, the integration of DRSLs, and schoolwide improvement goals.
- The Visiting Team was concerned about the large number of student teachers (11) in the building. It is imperative that the school invests in training and mentoring future teachers; however, based upon comments made to the Visiting Team by parents and students, it appears that there are an excessive number of

student teachers all the time. One parent said that her students have had as many as five student teachers at one time. A group of students added that they don't mind having a few student teachers, but they prefer having their regular teachers more often.